

**A THEME-BASED CREATIVE MOVEMENT  
CURRICULUM FOR DEAF AND HARD OF  
HEARING STUDENTS: FOCUS ON SPEECH,  
LANGUAGE AND AUDITION SKILLS**

**by**

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**An Independent Study  
submitted in partial fulfillment of the  
requirements for the degree of:**

**Master of Science in Deaf Education**

**Washington University School of Medicine  
Program in Audiology and Communication Sciences**

**May 19, 2006**

**Approved by:  
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***Abstract: The purpose of this study was to develop a theme based creative movement curriculum that would help hearing-impaired students develop language, speech and audition skills.***

## **Introduction**

Movement is one of the first ways young children learn about the world around them. From infancy, children enjoy movement and respond to sounds in their environment through movement whether it be rocking, swaying, clapping, or kicking their feet. Creative movement fosters the natural development of children's exploration, and is a positive, structured way for children to learn about themselves in relation to what is happening around them. Most importantly, creative movement can be used to enhance all areas of learning and growth.

For the hearing impaired child, learning about the world around them is a much more daunting task than for a hearing child. A hearing child responds to sounds and oral language from an early age, while a hearing impaired child may not gain access to certain sounds and oral language until after being fit with an appropriate hearing device. This lack of accessibility to the sounds of the environment and language creates a myriad of challenges for the hearing impaired child.

Given that creative movement has been shown to benefit children in the areas of: language, memory, social skills, vestibular system strengthening, sensory awareness and behavior, I have chosen to study how creative movement can be used in a hearing impaired preschool setting to address the area of development. The purpose of this paper is to look at the ability of hearing impaired preschoolers to develop skills of learning and growth through creative movement. The elements of behavior, social skills and sensory awareness will be briefly examined; language, audition, speech and vestibular system strengthening will be explained in

greater detail. Instructional models for teaching creative movement will also be discussed. The possibility of improving language skills, audition skills and strengthening the vestibular system

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in hearing impaired children through a creative movement curriculum, gives teachers yet another avenue to improve students' overall educational growth. The outcome of this study will be a theme based creative movement curriculum which can be used by classroom teachers; each lesson will focus on at least one of the afore mentioned skill areas and is appropriate for the preschool and kindergarten levels.

### **Literature Review**

Creative movement in an early childhood hearing-impaired classroom corresponds to the fundamental phase of normal movement development that occurs between the ages of two to seven. Given sufficient time to practice locomotor (galloping, skipping, hopping, leaping), nonlocomotor (stretching, bending, twisting, turning) and stability and balance skills, children will flourish (Gallahue, 1982). Furthermore, the above list of galloping, skipping, hopping, leaping, stretching, bending, twisting, and turning, also provides the teacher with a ready-made movement vocabulary to enhance familiar stories, songs, or themes in the curriculum. Moreover, increasing a student's vocabulary skills will increase their language abilities, which highlights another benefit of a creative movement curriculum.

Graham Fishburne's (1988) research shows that the right hemisphere of the brain (sensing and feeling side) functions through activities such as music, art and creativity. The left hemisphere organizes skills such as language and speech. However, both sides of the brain must be developed during the critical learning periods in early childhood because of the cross

referencing that occurs. When children are involved in creative movement activities, they are by default increasing their memory skills and their ability to communicate. Moreover, using

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movement and rhythm together have been shown to stimulate the frontal lobes of the brain and enrich language and motor development (Brewer & Campbell, 1991).

(Kephart, 1962; Sherrill, 1976; Wessel, 1976) present research to show that guided movement exploration, can contribute significantly to language development. In a movement exploration class, the teacher elicits a movement response from the students by asking questions such as, “How many ways can you throw the scarf and catch it?” and “Who can show me what a flower looks like before it opens?” In this approach, students’ nonverbal problem solving efforts are reinforced, which allows students to explore time and space in different ways as well as learn what their bodies can do. At the same time, the teacher helps the child to find the vocabulary to describe what the child is doing (big, open, forward, spinning, etc.). In this way, creative movement and language develop concurrently (Lubin, 1980). Furthermore, Ellen Lubin and Cluadine Sherrill’s (1980) research shows that preschool deaf children are significantly behind their hearing peers in motor creativity. They use the Torrance Test of Thinking Creatively in Action and Movement to score the students. The study has the deaf preschool students in a guided movement curriculum for twenty days and at the end of the study, the deaf students have improved significantly as compared with the control group, which further shows the needs for such curriculums. Joan Laughton (1988), also studied the creative abilities of hearing-impaired children and found in her research that there was significant changes between the group receiving the creativity curriculum and the group receiving the traditional curriculum on two creativity

variables: Flexibility and Originality. Flexibility is the ability to generate a variety of ideas or approaches, to shift categories, and to change or modify the direction of thinking. Originality is the ability to break from the ordinary or conventional and think in a novel, unique, clever, or

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unusual manner (Torrance, 1974). In light of this research and research, which suggests nonlinguistic, cognitive processes underlie language development and may be related to the acquisition of the form and use of language, developing creative abilities in deaf and hard of hearing students becomes particularly important (Laughton, 1976; 1979; Bloom & Lahey, 1978).

A natural partner to movement is music. Rhythm and music are also an integral part of any creative movement curriculum and along with movement can be used to help improve a student's speech and oral language skills. It is well known that oral language skills precede reading and writing. Therefore, children need to fully develop their oral and nonverbal language skills, which include focusing and listening, so that they can become successful with reading and writing skills. Alexander Graham Bell noted that accent and rhythm were the most important aspects of speech development. He said that ordinary people who know nothing of phonetics or elocution have difficulty understanding slow speech composed of perfect elementary sounds, while they have no difficulty understanding an imperfect garble if only the accent and rhythm are natural. Therefore, introducing the concept of rhythm to hearing impaired children at an early age is important in their speech development (Swaiko, 1974). Within a creative movement classroom, rhythm should be taught through patterns, body rhythms, games and songs. The teacher should make the children aware of the accent, pitch and inflection aspects and help the students learn to keep a steady beat (Swaiko, 1974). When children can keep a steady beat, it helps them learn the cadence/rhythm of language and it also involves the vestibular system

(Harman, 2002). Teachers have been using rhythm for a long time in their classrooms to have students clap out syllables in words, using rhythm in creative movement is an extension of this idea.

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Another area of creative movement that is of particular importance to deaf and hard of hearing students is vestibular system strengthening. A team of ear, nose, and throat specialist compared the differences in balance skills of hearing impaired and normal-hearing children, and found significant differences between the deaf children and the control group. The deaf children scored lower in all components of the balance testing. Moreover, the vestibular test battery revealed differences in oscillation frequency response between normal and hearing-impaired children, which indicates a degree of asymmetrical damage to the vestibular systems. Therefore, the team of researchers concluded that any therapy or rehabilitation for deaf children should also consider a possible balance deficit along with hearing loss (Kittrell, Giaradi, Konrad, Hughes, & Neil, 1998). Damage to the vestibular system is of great importance because all learning in the first fifteen months of life is centered on the vestibular system development (Hannaford, p.157). Furthermore, damage to the vestibular system can lead to learning difficulties which highlights the importance of a creative movement program to strengthen the vestibular system and ready the brain for learning (Harman, 2002). The vestibular system is strongly related to reading and writing abilities as well because of a specific type of movement: cross lateral. Cross lateral movements enable the brain to cross the mid-section which is important for reading and writing to move from one side of the paper to the other. This is one reason why it is so important for babies to crawl. There are many fun ways to work on cross lateral movements in creative movement such as walking like elephants and swaying their arms from side to side as they walk,

which also helps with balance (Harman, 2002). As anyone who has ever learned a skill such as riding a bicycle or water skiing is aware, even very complex movements can become almost automatic over a period of time; this is the basis for most vestibular rehabilitation. The exercises

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done in vestibular rehabilitation are meant to mimic the movements that make them feel dizzy and lose their balance. With repetition, the brain “learns” the activity is “normal” and the side effects of dizziness and balance decrease. Commonly used treatments for vestibular rehabilitation include: balance activities, eye movement exercises, flexibility exercises, and strengthening exercises. Creative movement incorporates all of these treatments in a fun, natural way for children.

Another important component of a creative movement program for hearing impaired students is improving audition skills. Auditory training is defined as “instruction designed to maximize an individual’s use of residual hearing by means of both formal and informal listening practice” (Tye-Murray, p.767). Creative movement class by no means should be considered a replacement for a formal auditory training program; however, it does offer auditory training practice in an enjoyable and motivating fashion. Furthermore, the consistency with which auditory stimulation and auditory training objectives are reinforced informally throughout the day, will affect the amount of benefits they receive. One example of an audition activity within a creative movement curriculum would be that the students have to listen for the music to start to begin a movement; then, when they hear the music stop they must freeze in a closed or open shape. Almost all creative movement lessons contain an auditory component, which is excellent practice for hearing impaired students to work on using their residual hearing.

In addition to being beneficial to hearing impaired students in the areas of language, speech and audition, creative movement classes can also benefit hearing-impaired students in the areas of behavior, social skills, and sensory awareness. Young children are constantly moving; it is in their nature. However, in school they must learn when it is appropriate to move and when it

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is not. Creative movement classes allow children the opportunity to release energy, but they also help them become more capable of understanding what kind of movement is appropriate for different situations. Moreover, creative movement helps children to learn to focus on a particular activity, and develop an awareness of themselves and others. One great social benefit of creative movement is that students are required to interact with one another, learn to share space, and to respect, and applaud other students' movement capabilities (Loeffler, 2003). Finally, students use all of their senses in creative movement, which helps with sensory awareness. Sensory awareness is important because children perceive the world around them through their senses; therefore, developing their sensory awareness will help students have a greater understanding of themselves and the world around them. Children use their kinesthetic sense as they feel the movements and shapes their bodies are making; and, they use their visual sense by watching and responding to other student's movements. The auditory sense is stimulated as children respond to music, sounds in the room, and their own voices. Tactile experiences happen as soon as the students enter class and remove their shoes. They feel the bare floor on their feet, a scarf twirling around them, the floor as they roll across it, and another student as they link hands to make a shape. Being aware of all of these senses helps students to appreciate everyday living.

The purpose of this study is to look at how the benefits of creative movement could be incorporated into a curriculum for teachers of the deaf and hard of hearing to use in their



classroom. In particular focusing on areas of need for deaf and hard of hearing students in speech, language and audition.

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### **Methodology**

To help develop a thematic curriculum in creative movement, six weeks were spent working cooperatively with the creative movement teacher at Central Institute for the Deaf (CID). During that time, thematic creative movement lessons were created for two preschool classes that focused not only on creative movement concepts, but also on language and vocabulary, social skills, audition skills, and vestibular system strengthening. The first of the preschool creative movement classes consisted of four hearing preschoolers and eight deaf and hard of hearing preschoolers. The second class consisted of six deaf and hard of hearing preschoolers. At the end of each lesson, the creative movement teacher and one other teacher present for all of the classes filled out a survey, which looked at the students behavior, enjoyment, whether creative movement elements were present, integration of other curricular areas, how well the lesson related to the week's theme, whether it was age appropriate, if the students used the new vocabulary, and whether they considered the lesson a success. In addition, systematic observations were done during each lesson to note behavior, social skills, audition skills, language and vocabulary and motor skills such as balancing.

### **Results**

Over the six weeks spent in the creative movement classroom, twenty-four surveys were given out and twenty surveys were returned. The results were compiled in three different ways: 1) results of all the surveys, 2) results from class #1 and 3) results from class #2. In the following table, the overall results from the survey can be viewed.

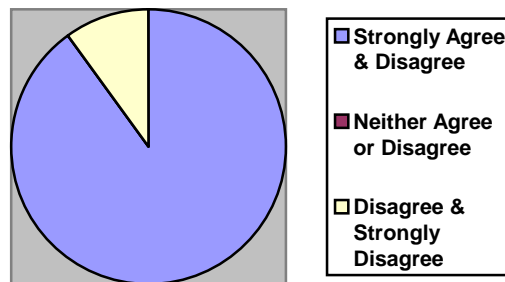
**Table 1. Overall Results of Likert Survey in Percentages**

Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. Students enjoyed the lesson.	<b>70</b>	20	0	10	0
2. The lesson incorporated elements of creative movement.	<b>70</b>	25	5	0	0
3. The lesson integrated curricular areas other than creative movement (math, science, social studies, language arts, etc).	35	40	20	5	0
4. The lesson was appropriate for the theme.	<b>70</b>	30	0	0	0
5. The lesson kept the students appropriately engaged (behavior was good).	40	<b>55</b>	5	0	0
6. The lesson was age appropriate.	<b>55</b>	35	0	10	0
7. The students made a connection between the theme and the movement element.	30	45	20	5	0
8. The students used the new vocabulary during the lesson with	30	40	25	5	0

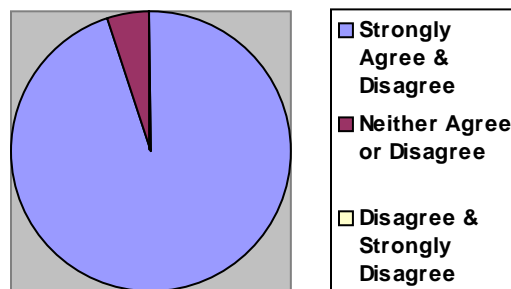
teacher prompts.					
9. The students used the new vocabulary during the lesson without teacher prompts.	20	35	30	15	0
10. This was a successful lesson.	45	35	10	10	0

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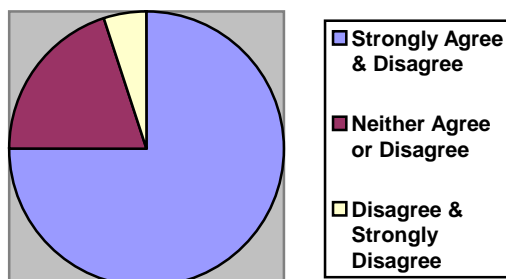
### #1 Students' Overall Enjoyment of the Lesson



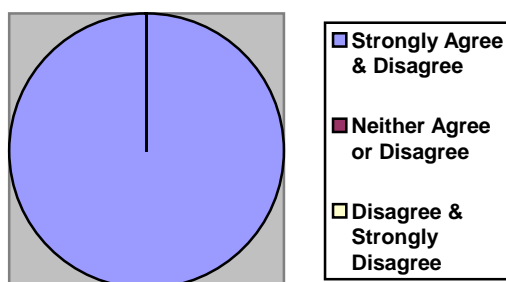
### #2 Elements of Creative Movement Were Incorporated into the Lesson



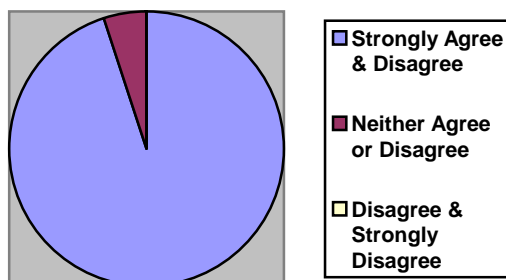
### #3 Other Curricular Areas Were Integrated into the Lesson



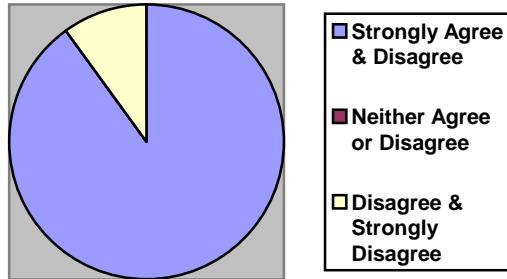
### #4 Lesson & Theme Matched



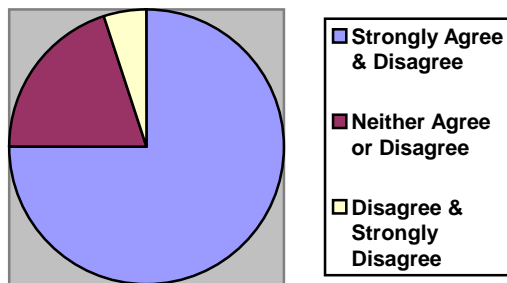
### #5 Students were Engaged in Lesson (Good behavior)



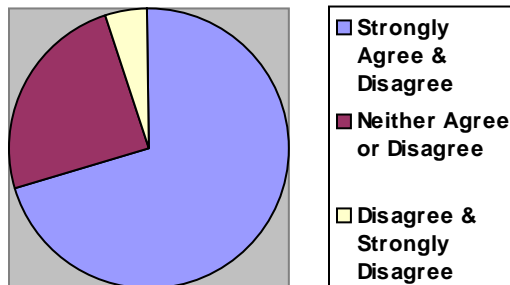
**#6 Lessons Were Age Appropriate**



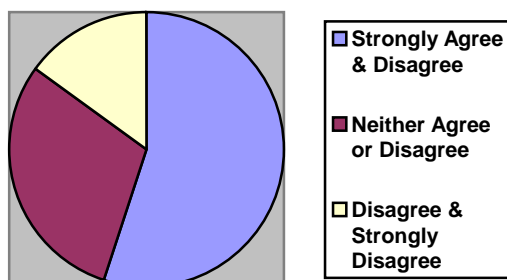
**#7 Students Made a Connection Between Theme & Creative Movement**



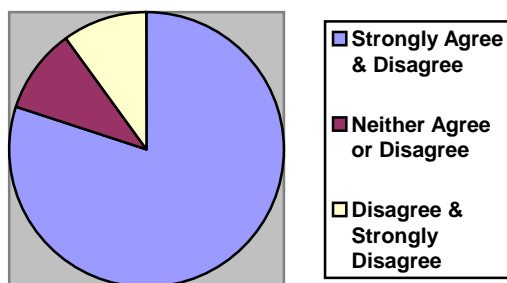
**#8 Students Used New Vocabulary With Teacher Prompts**



### #9 Students Used New Vocabulary Without Teacher Prompts



### #10 Success of Lesson



**Table 2. Results in Percentages from Class #1 (Out of 11 surveys)**

Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. Students enjoyed the lesson.	<b>73</b>	18	0	9	0
2. The lesson incorporated elements	<b>82</b>	18	0	0	0

of creative movement.					
3. The lesson integrated curricular areas other than creative movement (math, science, social studies, language arts, etc).	45	36	18	0	0
4. The lesson was appropriate for the theme.	<b>73</b>	27	0	0	0
5. The lesson kept the students appropriately engaged (behavior was good).	45	<b>55</b>	5	0	0
6. The lesson was age appropriate.	<b>73</b>	18	0	9	0
7. The students made a connection between the theme and the movement element.	36	45	18	0	0
8. The students used the new vocabulary during the lesson with teacher prompts.	36	36	18	9	0
9. The students used the new vocabulary during the lesson without teacher prompts.	18	36	36	9	0
10. This was a successful lesson.	45	36	9	9	0

**Table 3. Results in Percentages from Class #2 (out of 9 responses)**

Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. Students enjoyed the lesson.	<b>89</b>	0	0	11	0
2. The lesson incorporated elements of creative movement.	<b>56</b>	33	11	0	0
3. The lesson integrated curricular areas other than creative movement (math, science, social studies, language arts, etc).	22	<b>56</b>	11	11	0
4. The lesson was appropriate for the theme.	<b>67</b>	33	0	0	0
5. The lesson kept the students appropriately engaged (behavior was good).	33	<b>56</b>	11	0	0
6. The lesson was age appropriate.	33	<b>56</b>	0	11	0
7. The students made a connection between the theme and the movement element.	22	<b>56</b>	11	11	0
8. The students used the new vocabulary during the lesson with	22	44	33	0	0



teacher prompts.					
9. The students used the new vocabulary during the lesson without teacher prompts.	22	11	33	33	0
10. This was a successful lesson.	44	33	11	11	0

While results from the survey yielded a majority of responses as strongly agree or agree on all statements, observations did reveal areas of strength and weakness within the lessons. In the area of behavior, the students rarely had to be redirected by the teacher. Therefore, observations and survey results in this area were consistent. Moreover, another area of observation that was also on the survey was vocabulary usage. The survey reveals that a majority of respondents either strongly agree or agree that students were using new vocabulary with and without teacher prompts in both class #1 and #2. However, during observations where vocabulary usage could actually be recorded, it was noted that only two of the six students from class #2 consistently used the new vocabulary and that was almost always with teacher prompts. At the same time, seven of the twelve students in class #1 consistently used new vocabulary both with and without teacher prompts.

Other areas that were observed but not included on the survey included: social skills, audition skills, and motor skills. Observations revealed that students learned and used several different social skills during the course of the lessons including: sharing space, interacting with one another, cooperating to solve a problem, respecting others' efforts, and applauding other students' creative movement efforts. In addition, every creative movement lesson observed required the students to use audition skills. Students were accustomed to using their audition

skills to do things such as listen to directions; however, the creative movement classes further challenged them in this area. For example, in one lesson, students were required to move while the music was playing and to freeze in a shape when the music stopped, which required the students to listen for the music to begin and then stop. Students in both groups did remarkably well with audition tasks. Finally, motor skills were observed during each lesson. For the most part, students had very good gross motor movements. However, some students did have difficulty in this area; unfortunately, the time span of the observations was not long enough to get a sense of whether students' gross motor abilities were improving from the creative movement lessons.

### **Discussion**

While survey results did not show a significant difference between class #1 and class #2, differences were noted during observations. Class #2 was affected by the limited language abilities of the overall class. Out of six students in class #2, three of the six students (50%) had limited language abilities. Whereas, out of twelve students in class #1, three of the twelve students (25%) had limited language abilities and four of the twelve students (33%) were hearing. It appeared from observations that while class #1 had students who were limited in their language abilities, there were enough students in the group who understood the lessons that the students limited in their language abilities were able to watch those students and follow along. Moreover, when a student with limited language abilities was not participating fully in class #1, another student in the class typically would take their hand and guide them through the lesson. This was great for both students because the student with limited language abilities was able to participate in the creative movement at an adaptive level while the other student was working on

social skills. On the other hand, in class #2 the three students with limited language abilities tended to isolate themselves from the group by going to a corner of the room or trying to cling to the teacher, whereas, the three students who fully participated in the lesson tended to ignore those students.

Further research could look more closely at the different dynamics in these groups and try to determine if larger class size with varying levels is ideal or if the difference is having hearing students in the classroom. Another area of needed research that came out of this research is to look at the effects creative movement lessons have on vestibular system strengthening. The longitudinal study should look at students who have been involved in a creative movement program versus students who have not had any creative movement training. A vestibular researcher should conduct pre and post assessments particularly in the areas of balance and symmetry to compare these two groups. Hopefully, this research will further show the importance of a creative movement curriculum for hearing-impaired students.

### **Conclusion**

Research has shown that creative movement benefits all children. For hearing impaired children, creative movement offers a venue to improve social skills, audition skills, language and vocabulary skills, and to strengthen their vestibular systems in a fun and natural environment. All of the information from this and previous research was reviewed and utilized in the development of a final thematic based creative movement curriculum for deaf and hard of hearing students. The curriculum focuses on skills that are of importance for all deaf and hard of hearing students including: target language structures and target vocabulary for each lesson, social skills, audition skills, and vestibular strengthening skills such as balance.

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# **A Thematic Creative Movement Curriculum**

**Created for Deaf and Hard of Hearing Preschool &  
Kindergarten Students**

**By**

**Andrea Osman**

# **Theme: School Days**

## **Objectives:**

- To have children learn the structure of creative movement class
- The learner will demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor, and levels
- The learner will improvise movements based on ideas from other sources
- The learner will listen to a story

## **Skills to Focus on:**

- Language: Target structures could include: when, past tense, future tense
- Social Skills: Respecting personal space
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

## **Materials:**

- Book: The Bear Dance written and illustrated by Chris Riddell
- Music
- Drum
- CD Player

## **Vocabulary Words:**

- Routine
- Magic space
- Stomping
- Resting

## **Procedures:** (Note: This lesson is for the first creative movement class of the year)

1. The students are instructed to sit on the floor to take their shoes and socks off. They are asked to put their socks inside of their shoes. (Don't force students to take their shoes & socks off if they do not want to).
2. The teacher explains that she is looking for students who are sitting quietly to show they are ready for class. The teacher will call students into the space of the classroom one at a time to the beat of a drum.
3. The students are instructed to form a circle in the space sitting down. (It may be necessary to have a circle taped onto the floor for the first few classes). Students should be seated far enough apart as to not be touching one another.
4. At this point the teacher should explain that this will be the routine, something you do each time you come to class, for the beginning of each class: 1) take shoes & socks off against the wall 2) Sit quietly 3) Listen for your name to come to the

movement space 4) sit down in a circle (The teacher should make a poster/chart with these Classroom Routines listed in print with pictures accompanying them).

5. The teacher should go around and pretend to draw a circle around each student. She will tell the students she is making them a magic space. The magic space means that space is all their own, no one can touch them and they should not touch anyone else.
6. The teacher will then read or paraphrase the book, The Bear Dance.
7. The teacher will then explain that after she will read the book again, but this time after she finishes one page, they will wait for the sound of music. When they hear the music, they should practice the movements talked about from that page. When the music stops, the students should return to their magic space.
8. Repeat this process for the first ten pages of the book or until it is time to bring class to a close.
9. Allow students to perform an improvisational dance using any of the movements they have talked about today. Play different types of music that suggest different movements to see if the students relate the rhythms to the movements.
10. When it is time for shoes, have the students sit back in their magic space. Dismiss them one at a time. Play the drum as they perform a specified movement back to their shoes. (Example: Jump to your shoes.)



# **Theme: All About Me**

## **Objectives:**

- The learner will improvise movement based on own ideas
- The learner will express ideas through dance movement.
- The learner will respond to dance movement experiences in a variety of ways.
- The learner will identify similarities and differences between dance and other forms of human movement.
- The learner will show respect and appreciation for the dance movement efforts of others.
- The learner will communicate their favorite playtime activity through movement.
- The learner will develop oral language and concepts through movement.
- The learner will learn to interpret movements of others.

## **Skills to Focus on:**

- Language: Target structures could include: pronouns (I, he, she), verbs (root form, present progressive), questions (what is...?, Do you know how to....?)
- Social Skills: Respecting others efforts, reading body language
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

## **Materials:**

- Pictures of children playing/doing leisure activities
- Music
- Drum
- CD Player

## **Vocabulary Words:**

- Respect
- Pretending
- Climb
- Jump
- Swing

## **Procedures:**

1. Activate the students' prior knowledge about playtime activities by asking them what their favorite thing to do during playtime or free time is. Once they identify an activity, ask them to identify what body parts move during that activity. The teacher should share pictures of children doing various activities (riding a bike, swimming, running, climbing on the monkey bars, swinging, sliding down the slide, etc). Incorporate the target vocabulary in the discussion.
2. Explain to the children that they will be demonstrating movement today one at a time. Each child will have a turn, however, while other students are performing,

everyone should sit quietly and pay attention to the person moving. This is called being respectful.

3. The teacher should demonstrate a playtime activity and ask the children to guess what you are pretending to do (playing tennis, roller skating, playing the violin, etc).
4. Explain to the students that they will now communicate their favorite pastime activities through movement (one at a time). The classmates must pay attention because they are going to guess what activity the person is performing. Continue around the circle until everyone has had a turn to demonstrate a movement (It may be necessary for the teacher to give some students ideas of movements).
5. The teacher should play the drum while the student is moving. When the drum stops, the students should raise their hands if they would like to guess what the student is pretending to do.
6. Wrap-up the lesson by having the students tell you orally what their favorite playtime activity is. After the student tells you their favorite activity, they may be dismissed from the circle to put on their shoes.

## **Theme: Feelings**

### **Objectives:**

- The learner will identify five different emotions
- The learner will express emotions with their bodies.
- The learner will respond to dance movement experiences in a variety of ways.
- The learner will identify similarities and differences between dance and other forms of human movement.
- The learner will develop oral language and concepts through movement.
- The learner will learn to interpret movements of others.

### **Skills to Focus on:**

- Language: Target structures could include: pronouns (I, he, she), verbs (present progressive), Questions (What is he doing?)
- Social Skills: Respecting others efforts, reading body language
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

### **Materials:**

- Book/Pictures of children showing different emotions
- Music
- Drum
- CD Player

### **Vocabulary Words:**

- Tired
- Mad
- Happy
- Sad
- Scared
- Stomp
- Drag

### **Procedures:**

1. The teacher will introduce the lesson by showing pictures of different children showing emotions and ask the students if they know how the children are feeling. The teacher will go on to tell the students that often people know how we are feeling just by watching our body movement.
2. The teacher will play very slow music and move like she is exhausted and see if the students can guess which emotion/feeling she is expressing. If they are not on

target, she will think aloud, “This music is so slow it reminds me of when I am tired. When, I’m tired I drag my feet and walk very slowly.”

3. The teacher will have the students stand in the circle and act out the feelings of: tired, mad, happy, sad, and scared, only using their bodies. They may not talk during the exercise. After each emotion, the teacher will have the students brainstorm ways they moved to express themselves and write the words down on a chart. For example, for mad they may say, “I stomped my feet.”
4. Once the students have all demonstrated their understanding of the different emotions, the teacher will instruct the students to listen to different types of music. For each song, the students should think about how that music makes them feel and show the appropriate feeling using their bodies. They may move freely about the room.
5. As a closing activity, the teacher will have the students come up one at a time and she will give them a sentence using a feeling word. The student must then show movements, so the rest of the class can guess what they’re feeling. For example, “I was so mad that he took that toy from me!” (Note: If the students are able to use context clues, the teacher might say, “I was furious that he took that toy away from me!” This will expose the students to more vocabulary).
6. After everyone has had a turn, the teacher will dismiss the class by telling them to walk like they are mad to their shoes.

## **Theme: Friends & Family**

Note: It's important for both children and adults to be in tune with their cultural heritage. While we can explore our culture through books and videos, a tangible and fun way to look at culture is through dance. Dance is a way to make culture and traditions relevant to children so that it moves from an abstract idea to a concrete understanding. It's also a great way to continue learning about your heritage and create a sense of identity and build self-esteem.

As young as the age of 3, kids are starting to make sense of who they are and where they come from. By providing opportunities for children to experience their culture in a hands-on fashion, such as through dance, you can introduce and explore cultures.

Every culture has some kind of music that goes along with it. Dance is a natural extension of music, so often there will be some kind of dance associated with a culture. You can use a variety of materials to begin exploring your culture and the traditional dances of your heritage. For example, you can use books, CDs, magazines, photographs, and oral stories from family members.

This lesson could use dances from many different cultures. Many times parents of students enjoy coming in and sharing a dance from their culture. Here the Mexican Hat Dance from Mexico is shared. Other dances could include: Fanga (a welcoming dance from Africa), an Irish Jig, a Greek Folk Dance, and Salsa (Cuban, Puerto Rican)

### **Objectives:**

- The learner will identify the existence of dance in communities and cultures.
- The learner will identify and explore dances from various cultures.
- The learner will demonstrate the element of time in dance through exploration: tempo & rhythm.
- The learner will demonstrate the element of energy/dynamics in dance
- The learner will compare and contrast customs of families in other communities in the world

### **Skills to Focus on:**

- Language: Target structures could include: Noun Modifiers (adjective: size; superlative adjective: fast, faster)
- Social Skills: Respecting others efforts & cultures
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

### **Materials:**

- Sombrero
- Mexican Hat Dance Music
- Drum (to emphasize the rhythm of the music)

- CD Player
- Pictures of people in full costume performing the Mexican Hat Dance

**Vocabulary Words:**

- Sombrero
- Mexico

**Procedures:** (Note: There are many versions of the Mexican Hat Dance, it is recommended that teachers read information on the history of the dance, so they better understand its origins. The version provided here is a children's version, which can be done in a circle around a large sombrero). <http://www.mexfoldanco.org/jarabe.html>

1. The teacher will introduce the lesson by showing the students a sombrero and asking if they know what it is. She will tell them that it is called a sombrero and it is from another country, Mexico. A sombrero is big to protect people from the sun.
2. Teacher: Today we will learn The Mexican Hat Dance. It is a popular dance that started in Mexico and we are lucky to be able to enjoy it today.
3. The teacher will teach the dance in sections. First without music; then with music.

Stand with feet together and arms down by your sides and follow the movements in order.

**Part 1**

**On the count of '1':** Fold you L arm across your stomach. Place your R elbow on your L hand keeping your R hand open as though saying 'hi'. Fling your R hand back at the same time as putting your R heel out in front of you.

**On the count of '2':** Fold you R arm across your stomach. Place your L elbow on your R hand keeping your L hand open as though saying 'hi'. Fling your L hand back at the same time as putting your L heel out in front of you.

**On the count of '3':** Fold you L arm across your stomach. Place your R elbow on your L hand keeping your R hand open as though saying 'hi'. Fling your R hand back at the same time as putting your R heel out in front of you.

**On the count of 'and 4':** Clap 2 times - quickly!

**Start again repeating the counts 1 - 4** for a total of 7 times.

**Part 2**

Now the music changes:

**On the count of '1':** Clap

**On the count of '2':** Clap

**On the count of '3':** Clap

**On the count of '4':** Clap and raise your arms high and shout **"OLÉ"** (pronounced oh-lay and means hooray in Spanish).

**Repeat the counts of 1 - 4** three times.

### **Part 3**

The music starts again from the beginning, so repeat the first section 4 times.

### **Part 4**

The music becomes faster. Hold hands with all the dancers to form a circle and move quickly around in a side step fashion.

Wow, that's a great way to get rid of a lot of excess energy!

4. Close the lesson by giving students pins to wear which say, "I learned the Mexican Hat Dance today"

## **Theme: Transportation**

### **Objectives:**

- The learner will demonstrate the element of space in dance through exploration: personal/general
- The learner will demonstrate the element of time in dance through exploration: tempo and rhythm.
- The learner will develop listening skills and the ability to follow instructions in a learning situation
- The learner will develop movement control for safe participation in group activities.

### **Skills to Focus on:**

- Language: Target structures could include: Noun Modifiers (superlative adjective), Prepositions, Verbs (future tense)
- Social Skills: Respecting people's personal space
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- "Beep Beep" by the Playmates <http://lp2cd.com/time/50/50002.htm> (listen to the song)
- Small hoops or laminated "steering wheels" (one per child)
- Orange Cones
- CD Player

### **Vocabulary Words:**

- Car
- Traffic
- Freeway
- Fast
- Medium
- Slow

Classroom set-up: The classroom should be set-up with orange cones placed to represent the road. The teacher can keep this simple or make it more of an obstacle course if it is a review lesson. A "steering wheel" should be placed beside each orange cones; this will be how you will assign starting places.

### **Procedures: I**

1. The teacher will talk to the students about traffic on the road. Sometimes cars move slowly if there is a lot of traffic or they are in a neighborhood. Sometimes



move fast when they are on the freeway (a big road with a lot of traffic).

Sometimes cars don't move fast or slow they move at a medium speed. So, if we were cars moving slowly, we would walk. If we were cars moving at a medium speed, we would walk fast; and, if we were cars moving fast, we would run.

2. Explain that when people are driving cars they have to be safe. To be safe the cars can't drive too close together and the drivers have to watch the other drivers on the road. What would happen if people didn't drive safely? Lead the students to understand that this could lead to accidents and people getting hurt.
3. Tell the students that they will pretend to be drivers of cars today, but they have to follow the traffic rules:
  - Watch out for other drivers
  - Listen to the music to know whether to drive: fast, medium or slowly
4. Assign each student a cone to go to and have them pick up their "steering wheels"
5. When the music starts, everyone will begin to drive slowly (walk)
6. Listen and move to the speed of the music (The teacher may need to model this the first time)
7. As the song goes faster the students can go faster. They have to be careful that if they pass someone, they do not hit them. If they bump another car, the police will come and give them a ticket.
8. The teacher will monitor that the students are moving safely as the music becomes faster and the students are running.
9. The teacher will close the lesson by having the students place their steering wheels in a box one at a time. Then, they can go and put on their shoes.

## **Theme: Autumn**

### **Objectives:**

- The learner will demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction and pathway
- The learner will demonstrate the element of energy/dynamics in dance through exploration.
- The learner will improvise movement based on own ideas and ideas from other sources.
- The learner will move alone and with others
- The learner will express ideas and feelings through dance movement.

### **Skills to Focus on:**

- Language: Target structures could include: Present progressive
- Social Skills: Work in cooperation with other students
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- Music
- CD Player
- Drum
- Streamers in fall colors for each student
- Book/Pictures of Autumn leaves falling

### **Vocabulary Words:**

- Autumn
- Leaves
- Crunch
- Gently
- Wind

### **Procedures:**

1. Activate Prior Knowledge by asking students what happens during Autumn/Fall. If students do not know, show them pictures of autumn. Reinforce that the wind gently blows leaves to the ground, people rake them into piles, when you walk on piles of leaves they crunch under your feet.
2. Give each child a streamer and tell them when they hear the drum they are to move like leaves falling from the trees.
3. Gather the streamers and tell the students they are going to listen for movements to make:

- a. Catch as many leaves as you can as they fall from the tree (you might have to reach, run, or jump to catch them)
  - b. Gather a lot of leaves in a pile.
  - c. Jump on your leaves and listen to them crunch under your feet.
  - d. Roll in your pile of leaves.
4. Ask the students if they have other ideas of things we can do in our leaves.
5. End the lesson by having the students stomp through the leaves to get to their shoes.

## **Theme: Firefighters & Police**

### **Objectives:**

- The learner will demonstrate the element of space in dance through exploration: personal/general
- The learner will demonstrate the element of time in dance through exploration: tempo and rhythm.
- The learner will develop listening skills and the ability to follow instructions in a learning situation
- The learner will develop movement control for safe participation in group activities.

### **Skills to Focus on:**

- Language: Target structures could include: Noun Modifiers (superlative adjective), Prepositions, Verbs (future tense)
- Social Skills: Respecting people's personal space
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- "Beep Beep" by the Playmates <http://lp2cd.com/time/50/50002.htm> (listen to the song)
- Small hoops or laminated "steering wheels" (one per child)
- Orange Cones
- Firefighter & Policeman hats
- Siren sound effect
- CD Player

### **Vocabulary Words:**

- Car
- Traffic
- Freeway
- Fast
- Medium
- Slow

Classroom set-up: The classroom should be set-up with orange cones placed to represent the road. The teacher can keep this simple or make it more of an obstacle course if it is a review lesson. A "steering wheel" should be placed beside each orange cones; this will be how you will assign starting places.

Procedures: (This lesson uses the plan from transportation and adds the emergency workers)

1. The teacher will remind the students about when we talked about traffic on the road. Sometimes cars move slowly if there is a lot of traffic or they are in a neighborhood. Sometimes move fast when they are on the freeway (a big road with a lot of traffic). Sometimes cars don't move fast or slow they move at a medium speed. So, if we were cars moving slowly, we would walk. If we were cars moving at a medium speed, we would walk fast; and, if we were cars moving fast, we would run.
2. Remind the students that when people are driving cars they have to be safe. To be safe the cars can't drive too close together and the drivers have to watch the other drivers on the road.
3. Ask the students if they have ever been in the car when a policeman or fireman has driven by with their siren on? What did your mom or dad do? Tell the students that when a vehicle with a siren is coming towards a car, it is the law for the other drivers to pull their car over to the side of the road.
4. Tell the students that they will pretend to be drivers of cars today, but they have to follow the traffic rules:
  - Watch out for other drivers
  - Listen to the music to know whether to drive: fast, medium or slowly
  - Pull over when they hear sirens.
5. Assign each student a cone to go to and have them pick up their "steering wheels"
6. When the music starts, everyone will begin to drive slowly (walk)
7. Listen and move to the speed of the music (The teacher may need to model this the first time)
8. As the song goes faster the students can go faster. They have to be careful that if they pass someone, they do not hit them. If they bump another car, the police will come and give them a ticket.
9. Let students take turns being the fireman & policeman. When the teacher plays the siren sound effect, the fireman & policeman will drive quickly and the other cars should pull over to the side of the road.
10. The teacher will monitor that the students are moving safely as the music becomes faster and the students are running. The teacher might have to help the students with pulling over the first couple of times they hear a siren.
11. The teacher will close the lesson by having the students place their steering wheels in a box one at a time. Then, they can go and put on their shoes.

## **Theme: Monsters & Scary Things**

### **Objectives:**

- To have children understand what it means to include others in their group and to work together to solve a problem
- Practice throwing and catching by developing a variety of tricks with the scarves. For students to create their own “ghostbuster trick” and teach it to another student.

### **Skills to Focus on:**

- Language: Target structures could include: prepositions, when, future tense
- Social Skills: Sharing/cooperation
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- Hula hoops (enough for each student in the classroom)
- Scarves
- Music
- CD Player

### **Vocabulary Words:**

- Monster
- Ghost
- Share
- Cooperate
- Scarf
- Trick

### **Procedures:**

1. Have hula-hoops placed in a circle on the floor. Students should sit in a hula hoop when the come in.
2. Talk about sharing things and cooperation: what do those words mean?
3. Explain to the children that they are going to be “monsters” hiding in “closets”
4. Scatter hoops on the floor leaving space for the children to move. Tell them that as the music plays, they will be “monsters” wandering about looking for a closet to jump into. (give the students a locomotive skill to do during this activity: hopping, skipping, galloping, etc.)
5. When the music stops, they must jump into a “closet” (hoop) and give their best monster growl.
6. Take away 2 or 3 hoops and repeat the activity, this time when the music stops some students will have to share their hoops.

7. Repeat the activity until there are only 2 hoops left.
8. Ask the students: What did you have to do to let another monster in your closet?  
Reinforce this is what it means to cooperate with each other and to work together.

Part II:

1. Have students sit in a circle and introduce your friend for the day: “ghost buddy.”  
Demonstrate various tricks and have the students do them with you.
2. Ghost, ghost fly up high.....boooo catch! (throw scarf into air and catch)  
Ghost, ghost fly to my other hand (Throw with one hand, catch with the other)
3. After providing several examples, ask the children to create their own ghost trick and teach it to the rest of the class.

## **Theme: Clothes**

### **Objectives:**

- The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
- The learner will connect information and events in text to experience.
- The learner will discuss concepts and information in a text to clarify and extend knowledge.
- The learner will apply strategies and skills to create visual texts.
- The learner will identify body parts and range of motion.

### **Skills to Focus on:**

- Language: Target structures could include: Secondary verbs (infinitive)
- Literature Appreciation
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

### **Materials:**

- Froggy Gets Dressed by Jonathan London

### **Vocabulary Words:**

- Underwear
- Scarf
- Coat
- Shoes
- Hat

Note: The teacher should read Jonathan London's Froggy Gets Dressed prior to this class.

### **Procedures:**

1. The teacher will show the students Froggy Gets Dressed and ask someone what the story is about. The teacher and students will review the clothing Froggy wears throughout the book.
2. The teacher will tell the students that as she reads the book this time, they will pretend to be Froggy. They should pretend to put on and take off the same clothing he does.
3. Stop after each page and see if the students can guess/remember what Froggy forgot to put on.
4. End the lesson by having students share their favorite parts of the story.



## **Theme: Opposites**

### **Objectives:**

- The learner will learn about opposites by exploring sizes, shapes pathways, movements and level changes as they identify qualities that are contrasting
- The learner will develop listening skills and the ability to follow instructions in a learning situation
- The learner will develop movement control for safe participation in group activities.

### **Skills to Focus on:**

- Language: Target structures could include: Adverbs (time), Compound Verbs (ex: throw & say), prepositions
- Social Skills: Working cooperatively
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- Small ball
- Stuffed animals (one per child)
- Masking tape
- A rope

### **Vocabulary Words:**

- Opposites
- Soft/stiff
- Big/small
- Gentle/strong
- Sit/stand
- Up/down
- Straight/zigzag
- Over/under

Teacher Note: This class involves several different activities to teach opposites. The teacher should have all materials ready prior to class so the activities flow smoothly from one to the next.

### **Procedures:**

1. Discuss the meaning of the word “opposite.” Have the students stretch as big as they can and then as small as they can. Have them be soft like Jell-O and then stiff like a tree. Finally, have them be a leaf blowing gently in the wind and then a leaf blowing in a strong wind.

2. Have the children sit-stand-sit-stand and play hot potato. Then, play with the children facing in-out-in-out.
3. Have each student stand with feet hip width apart and give each a stuffed animal. Play music and when the music stops the children should drop their animals between their feet. Then when the music starts again they should bend at the waist and pick it up. Tell them that up and down are opposites.
4. Have children understand size and shape opposites by having them make small circles and then big circles with their wrist, arms, feet, head, and hips. Walk on tiptoes with tiny steps and then with large steps. Follow a masking tape pathway on a straight line and then a zigzag pattern.
5. Explore over and under with a rope. Lay the rope on the floor, and have the children walk over it. Then, have two children hold the ends of the rope while the students walk under it.
6. End the lesson by tossing a ball to a student and saying a word. The student has to toss the ball back and say the word's opposite. Then, they may go and put on their shoes. Continue until each student has had a turn.

## **Theme: Nursery Rhymes**

### **Objectives:**

- The learner will demonstrate the element of time in dance through exploration: tempo and rhythm.
- The learner will demonstrate patterns.
- The learner will identify connections between dance and one other content area.

### **Skills to Focus on:**

- Language: Target structures could include: verbs (root form), questions (early infinitive), adverbs (time)
- Social Skills: Respect others efforts
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- Drum

### **Vocabulary Words:**

- Rhythm: a flow of rising and falling sounds in language that is produced in verse by a regular repeating of stressed and unstressed syllables
- Pattern
- Stronger/louder

Note: Rhythm is such a large part of understanding/reading nursery rhymes and of reading in general. This exercise is designed to help hearing-impaired students practice rhythm exercises.

### **Procedures:**

1. The teacher will clap a steady rhythm and ask the students to join in. Tell the students that everyone should be clapping at the same time. Help students by using hand over hand if they are having trouble.
2. When everyone is together, the teacher will stop clapping and tell the students they are going to learn a pattern. The students should listen to the teacher's pattern, and then, the teacher will give thumbs up for the students to repeat the pattern.
3. The teacher will start: clap, clap clap.
4. Tell the students this time they will still hear three claps but see if they can tell what is different. Try: clap, clap, clap (this time with the first beat accented). If the students don't guess what is different, tell them to listen again and see if they can tell if one clap is louder than another. Then, have them try the pattern making the first beat a stronger/louder sound than the other two.
5. Repeat this with the stress accented on a different beat several times until the majority of the class understands the exercise.

6. Tell them to listen this time for pauses in the clapping. Teacher claps: clap-clap, clap-clap, clap-clap. The teacher is clapping two times and pausing (repeat 3x). Have the students imitate.
7. Tell the students that we will make our own rhythm band using our bodies as instruments. Assign students a role and rhythm (give students having trouble an even rhythm). For example, one child might stomp their feet, another cluck their tongue, clap, two students can work together playing patty-cake, etc. On the count of three, everyone will begin their sound together.
8. Ask the students if they enjoyed the band. Divide the group in half. Half of the group will be the band and the other half will move freely to the rhythms. Then, reverse roles.
9. End the class by having each student clap their own rhythm pattern.

## **Theme: Construction**

### **Objectives:**

- The learner will demonstrate the element of time in dance through exploration: tempo and rhythm.
- The learner will identify body parts and range of motion.
- The learner will demonstrate the element of energy/dynamics through exploration.
- The learner will demonstrate ways that one can be involved through dance as a performer and as an audience member.

### **Skills to Focus on:**

- Language: Target structures could include: verbs (root form), questions (How would you...or Can you...)
- Social Skills: Respect others efforts, work in cooperation with other students
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- Music (optional)
- CD Player

### **Vocabulary Words:**

- Machine
- Bodies

### **Procedures:**

10. Activate Prior Knowledge: Ask the students what they have learned this week about construction. What do construction workers do? What machines have you learned about this week?
11. Teacher will tell the students that today they will build something just like the construction workers do. We will build our own machine with our bodies.
12. The teacher will tell the students that each person will be one part of a big machine. The students will come to the center of the room one at a time, make a shape with their bodies (one body part should move), and choose a noise that their part will make. Then, the next student comes up and their part should attach to the first part somehow. Repeat until all the students are part of the machine. (Students who are third and up may choose to attach to any part of the machine).
13. The teacher should take pictures of the process and several pictures of the final machine. These can become an experience book later or just be hung in the classroom.
14. The teacher will end the lesson by having each student tell what he or she thinks the machine would be used for. If the students are having trouble, the teacher could think

Osman

aloud, “I think the machine you made would make ice cream.” Be sure the students know that there are NO wrong answers; and, they should respect everyone’s opinions.

# **Theme: Winter**

## **Objectives:**

- The learner will demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction and pathway
- The learner will demonstrate the element of energy/dynamics in dance through exploration.
- The learner will improvise movement based on own ideas and ideas from other sources.
- The learner will move alone and with others
- The learner will express ideas and feelings through dance movement.

## **Skills to Focus on:**

- Language: Target structures could include: Present progressive, Prepositions
- Social Skills: Work in cooperation with other students
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

## **Materials:**

- Wax paper (2 sheets for each student)
- Hat
- Scarf
- Coat
- Mittens/Gloves
- Snow Boots
- Waltz Music
- CD Player

## **Vocabulary Words:**

- Winter
- Scarf
- Mittens
- Snow Boots
- Ice skating
- Pictures of children ice skating

## **Procedures:**

- Activate Prior Knowledge: Ask the students how they dress in the winter. Put on articles of clothing as the students name them and identify any articles that students don't name. Ask them what kinds of activities they like to do during the winter. Ask if anyone has ever been ice-skating. Talk about what ice-skating is

and where you might go ice-skating. Show the students pictures of children ice-skating and talk about the special shoes they wear on their feet.

- Give each student two-pieces of wax paper to put under their feet. Put on any type of waltz music and let them try out moving around first and gaining their balance.
- Once students have the hang of moving, give them more movements to try:
  - Can you turn around on your skates?
  - Can you cross one foot in front of the other?
  - Can you skate backwards?
  - Can you skate holding someone else's hands?
- End the lesson by having any students who would like to perform show the class one movement.



## **Theme: Pets**

### **Objectives:**

- The learner will demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction and pathway
- The learner will recognize their own name by sight

### **Skills to Focus on:**

- Language: Target structures could include: Prepositions
- Social Skills: Work in cooperation with other students; help/support fellow students
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

### **Materials:**

- Name cards for each student & each pet rock
- Student chairs (two for each student)
- Music
- CD Player
- Pet Rocks (Note: Students should have made pet rocks prior to this lesson)

### **Vocabulary Words:**

- Pet
- Pet rock

Classroom set-up: Set-up two circles with chairs facing out. In one circle, place students names on the chairs. In the other circle, place the students' pet rocks and the pets' names.

### **Procedures:**

- Activate Prior Knowledge: Talk about pets and how as the pet owners we have to take care of our pets. Talk about the pet rocks they made earlier in the week and ask the students if they have been taking care of their rocks.
- Show the students the chairs with their names on them and the chairs with their pet rocks on them. Tell them that their pets have been taken away from them and to get them back, we have to find our names and our pets' names three times each before we get our pet rocks back. Once we have found our names and our pet rocks, you can take your pets home.
- The rules of this game are similar to musical chairs but no chairs are taken away. Tell students that while the music is playing, they will walk around the chairs all the same direction. When the music stops, they have to find their name and sit in their chairs. Then, have the students move to the chairs with their pet rocks (Their pets and the pets' name should be on the chair because some students may

not recognize these names yet). Have the students repeat the same process again. While the music is playing, the teacher will move the students' names around on the other chairs. Consequently, when the students move back to their names, the teacher will move the pet rocks and names around.

- Repeat this process till the students have been to each station three times.
- End the lesson on the final time the music stops. The students should be sitting in the chairs with their pet rocks. Tell them, "Congratulations, you saved your pet today! Take them home and enjoy each other."

## **Theme: Fairy Tales**

### **Objectives:**

- The learner will improvise movement based on own ideas and ideas from other sources.
- The learner will demonstrate that creative movement can have a beginning, middle, and end.
- The learner will move alone and with others.
- The learner will express stories through dance movement.
- The learner will identify connections between dance and one other content area.
- The learner will show respect and appreciation for the dance movement efforts of others.
- The learner will demonstrate ways that one can be involved through dance as a performer and as an audience member.
- The learner will demonstrate a sense of story.
- The learner will demonstrate an understanding of literary language.

### **Skills to Focus on:**

- Language: Target structures could include: Verb inflections (Future), Noun Modifiers (Adjective: size)
- Social Skills: Work in cooperation with other students and respect others efforts, learn to be a good audience
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

### **Materials:**

- Book: The Three Little Pigs

### **Vocabulary Words:**

- Wolf
- Straw
- Chin
- Brick
- Character

Note: The teacher should read the book The Three Little Pigs prior to this lesson.

### **Procedures:**

6. Activate Prior Knowledge: Show the students the book and ask if anyone can tell you what the story is about. Briefly spend some time talking about the sequence of events in the story.
7. Tell the students that each person will get to be a character in the book (The teacher may have to read the book more than once, so everyone has a turn).

8. The students will not get to use their voices though. Instead the teacher will read the book, and as she is reading, the students will be creating movement to go along with her words.
9. Discuss some of the things students could do to show what the words are saying. For example, the wolf can pretend to huff and puff and blow the house down. Discuss how the pigs might feel (scared) and how the students could show that. Depending on the level of the class, the teacher may want to talk about movements for each character.
10. Teacher reads the book aloud while the students create movements to go along with the story. The other students will watch the performance. Then, they will switch roles. (Be sure to talk about how to behave when watching a performance and what they should do when the performance is finished).
11. End the lesson by telling the students what a good job they did and telling them to give themselves a round of applause.

## **Theme: Grocery Store**

### **Objectives:**

- The learner will demonstrate an understanding of grocery store checkout.
- The learner will make connections between dance and other content areas.
- The learner will demonstrate elements and skills in dance.
- The learner will demonstrate patterns in dance.
- The learner will compare geometric shapes (identify likenesses and differences).
- The learner will sort and classify objects by one attribute.
- The learner will create and extend patterns with actions, words, and objects.

### **Materials:**

- Grocery items with curved edges
- Grocery items with flat, smooth surfaces and corners
- Grocery bags
- Signs with rolls smoothly and tumbles bumpily
- Picture book about the grocery store

### **Vocabulary Words:**

- Conveyor belt
- Check-out
- Cash register
- Bagging groceries
- Rolls smoothly
- Tumbles bumpily
- Corners
- Curved edges

### **Procedures:**

1. Review what a grocery store/supermarket is and what you can get there. Look at the picture book.
2. Introduce different types of containers you might see at the checkout: curved or flat with corners.
3. Discuss how the different containers will roll smoothly or tumble bumpily depending on their shape
4. Practice with the grocery items rolling or tumbling down the conveyor belt, the checkout person rings up the groceries and bags them.
5. Students will practice rolling and tumbling down the conveyor belt as if they were the grocery items. Students should tell if they have rounded edges or flat surfaces and corners before they begin their movement.
6. Once the students have the concept, they will move down the conveyor belt in patterns (ex: roll, roll, tumble).
7. Review by rolling or tumbling and having the students pick out what type of grocery item you are.

## **Theme: Nutrition**

### **Objectives:**

- The learner will demonstrate the element of time in dance through exploration: tempo and rhythm.
- The learner will demonstrate the element of energy/dynamics in dance through exploration.
- The learner will make connections between dance and healthful living.
- The learner will make connections between dance and one other content area.
- The learner will identify snack foods that help the teeth and body.

### **Materials:**

- Pictures of good food choices
- Pictures of bad food choices
- Music (one song with fast tempo for good choices and one with slow tempo for bad choices)
- Signs with words and pictures for energy words and slow, tired words
- Picture book with good and bad food choices

### **Vocabulary Words:**

- Gallop
- Drag
- Healthy
- Unhealthy
- Nutrition

### **Procedures:**

1. Look at pictures of food choices and talk about whether they are good for your body or bad for your body.
2. Discuss how making good choices and bad choices make your body feel.
3. Show examples of how your body can move when you make healthy food choices and how your body moves when you make bad food choices.
4. Role-play with the students (example: you just ate candy, ice cream, cookies, and cake and now you feel sick). Turn on the music and have the students move. Or, you just finished a healthy dinner with vegetables, fruit, and meat and now you have lots of energy. Have students move with the music.
5. Have the students draw cards and tell whether they got a healthy food choice or an unhealthy food choice. Have all the students move appropriately.
6. Review by having the students give one healthy food choice as they put their shoes on.

## **Theme: Doctor**

### **Objectives:**

- The learner will make connections between dance and other content areas.
- The learner will demonstrate elements and skills in dance.
- The learner will relate health to feelings and to behaviors
- The learner will recognize the joy of participating
- The learner will use new vocabulary in own speech

### **Materials:**

- Gauze, bandages or strips of material
- Picture book about the doctor's office
- Large sheet for screen

### **Vocabulary Words:**

- Doctor
- Bandages
- Freeze
- Patient
- Healthy
- Sick
- Diagnose

### **Procedures:**

1. Look at picture book and talk about their experiences going to the doctor's office.
2. Show the students the bandages and discuss what they could be used for at the doctor's office.
3. Have the students partner up. One person will be the doctor and one person the patient. The doctor will bandage the body part of the patient that the teacher reveals is injured.
4. Repeat having the student reverse roles.
5. Have the students come up one at a time and stand behind the "screen," they will be given an ailment by the teacher and freeze in a shape that would let the other students know what is wrong with them. So, the student behind the screen is the patient and all the other students are the doctors and have to diagnose what is wrong with them. (Ex: broken leg, headache, tummy ache)
6. Review by having each student make a shape showing an ailment before they put their shoes on.

## **Theme: Post Office & Valentine's Day**

### **Objectives:**

- The learner will make connections between dance and other content areas.
- The learner will demonstrate elements and skills in dance.
- The learner will recognize the joy of participating
- The learner will use new vocabulary in own speech

### **Materials:**

- Large box (that a child can sit in)
- Stickers (for the stamps)

### **Vocabulary Words:**

- Open Shape
- Closed Shape
- Gallop, roll, skip, hop, jump (movement vocabulary)
- Mail carrier
- Postage stamp
- Mailbox
- Post office

### **Procedures:**

1. Start sitting in a circle. Talk about their experiences this week with the post office and Valentine's Day.
2. Have the students fold their bodies like they are folding an envelope and then open their bodies for people to read their message. Go around the circle and have the students tell what their Valentine's message says.
3. Explain that we are going to pretend we are letters or packages for Valentine's day that are going to be delivered to someone's mailbox.
4. The students will start out in a closed shape (of their choosing) on one end of the room. The teacher should point out the level of the shape to the other students.
5. The package will then travel to the post office for a stamp. The teacher should tell the student how to move to the post office (ex: hop, jump, skip, gallop, etc.). The other students can tell how the student is traveling.
6. After the student receives a stamp they will continue to travel to the mailbox at someone's house (this could be their teacher's mailbox). They will then get back into a closed shape in the mailbox.
7. The teacher will then pretend to open the mailbox and the student will jump out into an open shape and share their Valentine's message.
8. Repeat until each student has had a turn traveling from home, to post office, to someone's mailbox.
9. Review by having the student's use their language to describe what we did in class.



# **Theme: Sensational Science Week**

## **Objectives:**

- The learner will demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction and pathway
- The learner will demonstrate the element of energy in dance through exploration.
- The learner will improvise movement based on own ideas and ideas from other sources.
- The learner will share movement space with others.
- The learner will demonstrate at least one solution to a given creative movement problem in dance.

## **Skills to Focus on:**

- Language: Target structures could include: Prepositions (on, around, over, etc), present progressive, past tense (I jumped, I balanced, etc.)
- Social Skills: Work in cooperation with other students; share movement space and materials
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

## **Materials:**

- Music (Suggestions: Mission Impossible, Goldeneye)
- CD Player
- Balance beams
- Poly-spots
- Ropes
- Stepping stones
- Hula hoops
- Two large tumbling mats
- Book with pictures of volcanoes

## **Vocabulary Words:**

- Volcano
- Lava
- Erupt

Classroom set-up: Set-up the room like an obstacle course. Be sure there are several ways the students can get from the starting point to the “island” (tumbling mats)

Procedures:

- Activate Prior Knowledge: Talk about volcanoes with students. Show them pictures in a book. Be sure that they know that when volcanoes erupt they spew hot liquid called lava everywhere. It is way too hot to walk in.
- Tell the students there is a big problem because a volcano has just erupted hot lava everywhere and we have to figure out how to get from our circle area to the tumbling mats, which are the safe land that doesn't have lava on it.
- Explain to the students that they may use any of the items in the room to help them get to the safe land. The teacher should demonstrate how the items could be used. Also, the teacher should encourage the students to help one another.
- The teacher will put the music on and let the students begin. Be sure they know that this is not a race. We want to help everyone reach the land safely.
- Once all of the students have reached the land safely, tell them we are going to try again and this time try to go a different way.
- End the lesson by having the students talk about different ways they moved to get to the land: jumping, balancing, hopping, running, etc.

## **Theme: Dr Seuss Week**

### **Objectives:**

- The learner will demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction and pathway
- The learner will improvise movement based on own ideas and ideas from other sources.

### **Skills to Focus on:**

- Language: Target structures could include: Noun Modifiers (Quantifiers)
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

### **Materials:**

- Two long ropes
- Poly spots
- Dr Seuss books: Marvin K Mooney, Will You Please Go Now!, Horton Hears a Who, The Foot Book

### **Vocabulary Words:**

- Dr Seuss

Classroom set-up: Scatter poly-spots around one area of the room. In another area have two parallel ropes about 20 feet apart.

### **Procedures:**

1. Have each student stand on a poly spot. The teacher will read: Marvin K Mooney, Will You Please Go Now! Each time the students hear the word go, they must move to a different poly spot. The first few times the teacher should emphasize the word go. Tell students they will have to listen very closely. (The teacher should observe to see if there are students who are only moving when they see others move)
2. After the book, ask the students what was the hardest part about that exercise. Did they enjoy themselves? Would they like to hear another story?
3. This time have the students line up on one rope, facing the other rope. Read Horton Hears a Who. Each time the students hear Horton, they can take one step toward the other rope. If they reach the rope before the end of the book, they can turn around and work their way back.
4. Tell the students they are going to listen to one more Dr Seuss book, but this time they will create movements to go along with the story. The teacher will read: The Foot Book and the students will act out the various foot movements.

5. End the lesson in a circle by having each student share which Dr Seuss book is their favorite and why.

# **Theme: Wind & Weather**

## **Objectives:**

- The learner will demonstrate an understanding of wind and weather.
- The learner will make connections between dance and other content areas.
- The learner will demonstrate elements and skills in dance.
- The learner will identify different weather features.

## **Materials:**

- Wax paper
- Big scarves
- Canopy/big sheet

## **Vocabulary Words:**

- Gliding
- Summer
- Spring
- Fall
- Winter
- Flower bud
- Ice skate
- Surfing/surfboard

## **Procedures:**

1. Winter: Get dressed in warm clothes to go outside and ice skate.
2. Give each student two-pieces of wax paper to stand on. Let them skate and glide to music.
3. Spring: Have students fold themselves into small, closed shapes in a circle. Then, a rain girl or boy will come by and drop rain onto their heads by touching them. When the flower buds receive rain, it makes the flower buds grow into beautiful flowers. Have the children open up into flowers.
4. Summer: Talk about how it is hot in the summer and some activities we do in the summer. Have students pretend to dress in their bathing suits to go surfing at the beach. Put on music and have the students pretend to surf: they have to balance and jump the waves.
5. Fall: Have students use big scarves to show the wind blowing. Use a sheet or canopy and have some students hold the canopy and make the wind blow while the other students lie under the canopy and experience the wind blowing.

## **Theme: Zoo**

### **Objectives:**

- The learner will demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction and pathway
- The learner will improvise movement based on own ideas and ideas from other sources.
- The learner will demonstrate ways that one can be involved through dance as a performer and as an audience member
- The learner will identify the different ways animals move

### **Skills to Focus on:**

- Language: Target structures could include: Root form of Verb, Prepositions (with), Similes
- Social Skills: respect others efforts
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

### **Materials:**

- Pictures of the following animals: elephant, zebra, cheetah, snake, kangaroo, fish, rabbit, eagle, tarantula, turtle (Velcro on the back)
- Large cards with the following words: walk, gallop, run, slither, jump, swim, hop, fly, crawl, dawdle (Velcro on the back)
- Large flannel board
- Drum

### **Vocabulary Words:**

- Slither
- Dawdle
- Cheetah
- Eagle
- Tarantula

### **Procedures:**

- Activate/Build background knowledge: Show the students the pictures of the animal and have them identify each one or explain the animal to the students. Read the words on the movement cards and give definitions and examples of each one.
- Make a column of animals on the flannel board. Hold up a movement card and read the word. Have students identify which animal they think that movement belongs with.

- Have the students stand up where they are and read a movement sentence to them (Example: Slither like a snake). Then, when they hear the drum they should begin to move. When the drum stops, they should freeze.
- After you have gone through all of the movement sentences, divide the group in half. Half of the group will perform the movements, while the other half is the audience. Then, they will reverse roles. Remind the students of the way an audience behaves during a performance and what they should do at the end of a performance.
- Ending the lesson: The teacher will ask each student what their favorite animal is and why.

**Movement Sentences:**

1. Walk like an elephant
2. Gallop like a zebra
3. Run like a cheetah
4. Slither like a snake
5. Jump like a kangaroo
6. Swim like a fish
7. Hop like a rabbit
8. Fly like an eagle
9. Crawl like a tarantula
10. Dawdle like a turtle

## **Theme: Farm**

### **Objectives:**

- The learner will demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction and pathway
- The learner will improvise movement based on own ideas and ideas from other sources.

### **Skills to Focus on:**

- Language: Target structures could include: Root form of Verb, Prepositions
- Social Skills: work cooperatively
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- Pictures of the following animals: horse, chicken, duck, sheep, goat, pig, cow (Velcro on back)
- Pictures of: elephant, zebra, cheetah, snake, kangaroo, eagle, tarantula, lion, and giraffe (Velcro on Back)
- Large flannel board with two columns (one for zoo and one for farm)
- Music: Old McDonald, Farmer in the Dell, Five Little Ducks
- CD Player

### **Vocabulary Words:**

- Sheep
- Goat
- Chicken
- Escaped

### **Procedures:**

- Activate/Build background knowledge: Show the students the pictures of the animal and have them identify each one or explain the animal to the students. Talk about the types of movements each animal makes and what sounds they might make. Also, review the animals from last week's zoo theme.
- Assign all but two students roles as animals half from the zoo and half from the farm (horse, chicken, duck, sheep, pig, goat, cows, elephant, zebra, cheetah, snake, kangaroo, eagle, tarantula, bear, giraffe, and lion). The other two students will be the zookeeper and the farmer. Have a "barn" at one end of the class and a "zoo" at the other end.
- Explain to the students that all of the animals have escaped from the zoo and the farm and are having fun in the middle of town. The zookeeper and farmer have to



go find their animals and bring them home. So, when the zookeeper or farmer taps you on the shoulder, you have to follow them home.

- When the music starts, the students will pretend to be their assigned animals. Let the students pretend for a minute while the teacher talks to the zookeeper and farmer about what animals they think belong at the zoo and what animals belong on the farm. Then, let the zookeeper and farmer round up their animals and take them home.
- After all the animals have been taken home, assess to see if they are in the right place. Then, give two other students the chance to be the zookeeper and farmer and assign each student a different animal.
- Play as many times as you can.
- End the lesson by giving each student a picture of an animal and having them place the animal under the appropriate column (zoo or farm).

## **Theme: Ocean**

### **Objectives:**

- The learner will demonstrate movement using a smooth quality and a sharp quality.
- The learner will demonstrate understanding of pathways through space.
- The learner will improvise movement based on own ideas and ideas from other sources.
- The learner will demonstrate the way that sea animals and plants move

### **Skills to Focus on:**

- Language: Target structures could include: Prepositions, present progressive
- Social Skills: work cooperatively
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- Music
- CD Player
- Picture Books about the Ocean

### **Vocabulary Words:**

- Fluid
- Pathway (curved or straight)
- School of fish
- Seaweed
- Shark

### **Procedures:**

- Activate/Build background knowledge: Show the students the pictures of the ocean and animals and plants in the ocean. Talk about how seaweed can be food, protection, and a nest for fish. Also, discuss the way seaweed might move in the water. Furthermore, discuss how many fish swim in a group in the ocean, this is called a school of fish. Talk about how they might swim in the ocean and how they might use the seaweed to protect them from larger animals. Discuss the shark and what the shark might eat and how it swims sharp and direct towards its dinner.
- Assign several students the role of seaweed. Their job is to sway gently when the music is playing and remember that the fish might use them for protection.
- Assign several more students to be a school of fish. Talk about what pattern the school might swim in and decide who will lead the fish in the ocean. Remind them that the fish swim on a curved pathway, around seaweed and other plants. Finally, one student will be the shark looking for his dinner.

- Explain to the students that when the music begins, the seaweed will be planted firmly in the ocean and the fish will start swimming. (The teacher and the “shark” should enjoy the students’ movement for a while).
- Then, the shark will start swimming nearby and the fish must find protection. When the fish are touching the seaweed, the fish are safe. If the shark tags a fish, they have been eaten.
- Repeat this several times, allowing students to change roles. Encourage the students to work together to protect one another.
- End the lesson by asking the students how the seaweed, fish, and shark move in the ocean (gently, curved pathways, sharp and direct).

## **Theme: Spring/Easter**

### **Objectives:**

- The learner will demonstrate the element of time in dance through exploration: tempo and rhythm.
- The learner will identify body parts and range of motion.
- The learner will demonstrate the element of energy/dynamics through exploration.
- The learner will demonstrate ways that one can be involved through dance as a performer.
- The learner will demonstrate and understand dance in various cultures and historical periods.

### **Skills to Focus on:**

- Language: Target structures could include: Prepositions, Noun Modifiers (quantifiers)
- Social Skills: Work in cooperation with other students
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- Music for the Bunny Hop
- CD Player

### **Vocabulary Words:**

- Bunny
- Hop
- Forward
- Backward

### **Procedures:**

12. Activate Prior Knowledge by asking the students what animal we talk about during Easter. Tell them that today we will learn a dance called the Bunny Hop. This is not a new dance; it was started in the 1950s in a country called Cuba.
13. First teach the steps with the students in their own space.
14. If students do not know their right from left, have them all facing the same directions and put a green piece of paper on the right side of the room. Tell the students they will start with their right foot, which is on the same side of the room as the green paper. Have everyone pick up their right foot to show they understand.
15. Teach the dance:
  - a. Tap your right foot to the side two times.
  - b. Tap your left foot to the side two times.
  - c. Hop forward one time.

- d. Hop backward one time.
  - e. Hop forward three times.
16. Practice several times without music; then, have the students just listen to the music.
  17. Practice as a group with the teacher modeling the rhythm.
  18. Then, tell the students that The Bunny Hop is actually danced in a straight line holding on to the person's hips in front of you. (The teacher should be the line leader for the first couple of practices). Tell the students that we all have to move together or the dance won't work. Everyone should be moving with the leader.
  19. Let other students try being the line leader. If students are having trouble, the teacher might have the students say the words to the cadence of the song to help them with their rhythm. For example, two to the right, two to the left, hop forward, hop back, hop, hop, hop.
  20. End the class by having the students hop to their shoes.

# **Theme: Earth Day**

## **Objectives:**

- The learner will show an understanding of what Earth Day is
- The learner will develop listening skills and the ability to follow instructions in a learning situation
- The learner will develop movement control for safe participation in group activities.

## **Skills to Focus on:**

- Language: Target structures could include: Conjunctions
- Social Skills: Respect others personal space
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory

## **Materials:**

- Earth Dance by Joanne Ryder

## **Vocabulary Words:**

- Earth Day
- Pollution

Note: The teacher should read Joanne Ryder's Earth Dance prior to this class and explain what Earth Day is and why we celebrate it.

## **Procedures:**

1. Explain the Move/Freeze Game rules and directions.
  - No talking/mouth sounds
  - No running
  - No climbing under or over anything
  - Hands to yourself
2. The teacher will give the students a movement direction (i.e. walk like an elephant). The students will move as stated and then after a while the teacher will say FREEZE. The students should freeze in the position they stopped in. If the students are still moving they have to go to the "chill out" place for one turn.
3. Play the game for a couple of rounds to be sure everyone understands the directions.
4. Once the students get good at different movements, start incorporating lines from the book Earth Dance. Explain to the students that they have to listen closely to the teacher read a sentence from the book. Then, when the teacher is done reading the student can move to create the sentence with their bodies. For example, "Move as if you are the

earth, your arms are stretched out wide and you are slowly spinning.” Let the students move for a brief period of time and then say freeze.

5. Continue through the book playing the Move/Freeze game. Tell the students that every time they hear the word “move,” that is their cue to get ready to move.
6. End the lesson by having each student tell what they liked about pretending to be the earth.

## **Theme: Jungle Boogie**

### **Objectives:**

- The learner will express ideas and feelings through dance movement.
- The learner will respond to dance movement experiences in a variety of ways.
- The learner will identify similarities and differences between dance and other forms of human movement.
- The learner will identify that dance requires concentration.
- The learner will show respect and appreciation for the dance movement efforts of others.

### **Skills to Focus on:**

- Language: Target structures could include: Prepositions, present progressive
- Social Skills: work as a team
- Behavior
- Audition
- Vestibular System Strengthening
- Sensory Awareness: kinesthetic, visually, auditory, tactile

### **Materials:**

- Music
- CD Player
- Masking tape circles on the floor (one for each student)

### **Vocabulary Words:**

- Mirrors
- Copy
- “Monkey see, monkey do”
- Leader
- Follower

### **Procedures:**

- Activate/Build background knowledge: Talk about what the students know about monkeys. Where do they live, what do they eat, etc? Explain the phrase: Monkey see, monkey do.
- Tell the students that today is going to be: Monkey see, monkey do day. They will each have a partner. One person will be the leader and one person will be the follower. The leader will move their body slowly, staying in a designated area. The follower will copy the movements of the leader. (If there is another adult in the room, the teacher and adult should model this).
- Assign students partners and a circle in the room. Be sure each student knows if they are the leader or follower. When the music begins, they may begin moving. When the music stops, the students should freeze. When the music resumes, the teacher should tell the students to change roles.



- Assign new partners and try the activity again.
- End the lesson by having the students tell what was difficult about leading and what was difficult about following.